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ABSTRACT

The "DATAWave" is a publication of the Assessment Resource Office of Eastern New Mexico University (ENMU) (Portales) that reports on research conducted by that unit and research related to the university community. This volume contains seven issues. The first issue reports on a Diversity Survey administered to ENMU personnel and students. When results of a similar survey in 1992 were compared with the current year's results, it appears that ENMU has made great strides in improving the campus climate with respect to diversity issues. The second issue presents results from the Cooperative Institute Research Program of the Higher Education Research Institute at the University of California, Los Angeles, for college freshmen in national and ENMU samples about student characteristics. In the third issue, the ENMU Academic Outcomes Assessment Plan (AOAP) for the university's general education curriculum is presented. Issue 4 outlines the Assessment Criteria/Procedures and the results. The issue also identifies strengths and concerns of the program based on the results. Issue 5 continues the discussion of the AOAP for the Colleges of Liberal Arts and Sciences by discipline. Issue 6 presents a sampling of the initial assessment results for departments in the College of Education and Technology, the College of Fine Arts, and the College of Business for the AOAP from 1995-96. Issue 7 presents results from a survey of student satisfaction at ENMU. In all cases, measures of student satisfaction increased from the initial survey in 1994. (Contains 7 tables and 30 graphs.) (SLD)

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Volume 5, No. 1-7 **Date: 1/29/97 thru 4/23/97**

Datawave

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Volume 5, No 1 Published by Assessment Resource Office, Eastern New Mexico University Date 1-29-97

Diversity Survey

In the last issue of the Datawave, (Volume 4, No. 7), results from the Diversity Survey were reported. The survey, administered to ENMU employees and students in 1992 and again in 1996, consisted of 55 questions. The 1996 sample consisted of 213 students and 67 employees. Eighteen of those questions were reported in the last issue of the Datawave. The remaining questions are reported in this issue.

When asked to respond to question "ENMU faculty are knowledgeable about racial and ethnic differences and similarities (chart 1),"36 % of students answered with "agree" and 38.9% answered "no opinion" in 1996 , while 50% of the faculty responded with "agree" and 25.5% responded with "no opinion" in 1996. This is an improvement from the initial survey.

When asked if "ENMU administrators/staff are responsive to minority student needs and issues (chart 15)," faculty responded: 46.5% "agree" in 1992 and 61.7% in 1996, while 28.5% of students responded with "agree" in 1992 compared to 32.8% in 1996.

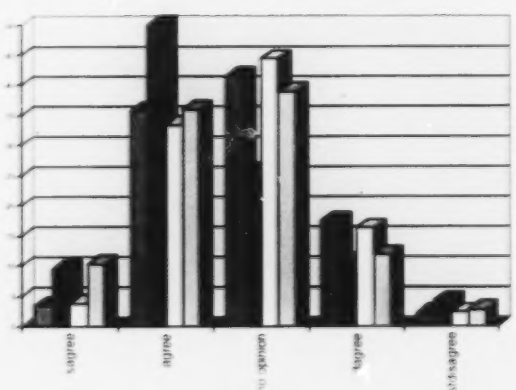
Question 43, "Minority faculty and staff on the ENMU campus are forced to act as non-minorities in order to succeed in the university environment (chart 7)," evoked an interesting response from students. In 1992, 44.2% of students responded with "agree" as did 17.7% of faculty. In 1996, the student response declined sharply, with 12.2% of students and 9.6% of faculty responding with "agree."

Assessment of campus attitudes and evaluation of diversity showed improvement from 1992 to 1996. According to responses to question 54 "There are adequate mechanisms to assess on a regular basis the diversity of the curriculum (chart 3)," faculty answers indicated there has been improvement in this area. In 1992, 15.5% of faculty responded with "agree" compared to 34.0% in 1996.

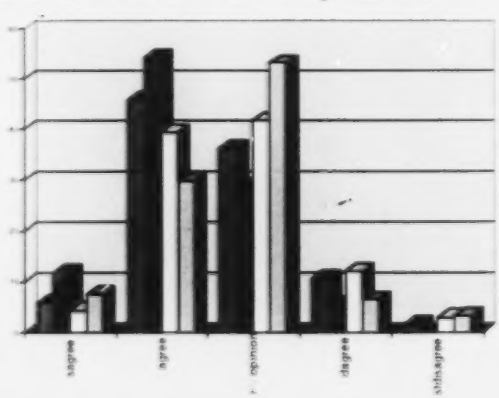
In general, and subjectively, I believe the results of the survey are positive. It appears that great strides have been made in improving the Eastern climate with regards to diversity issues.

The response scale for the following questions is as follows: sagree=strongly agree; agree=agree; no opinion; dagree=disagree; and stdisagree=strongly disagree.

1. ENMU faculty are knowledgeable about racial and ethnic differences and similarities.



2. ENMU administrators/staff take time to listen to the concerns of minority students.



Employee 1992 Employee 1996 Student 1992 Student 1996

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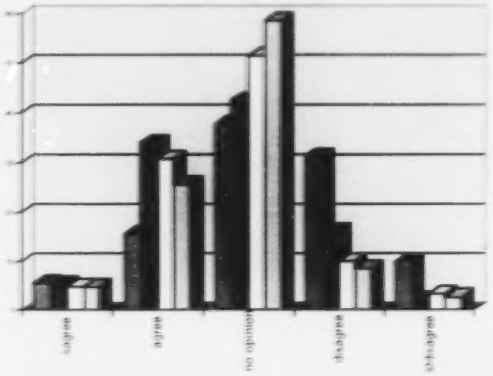
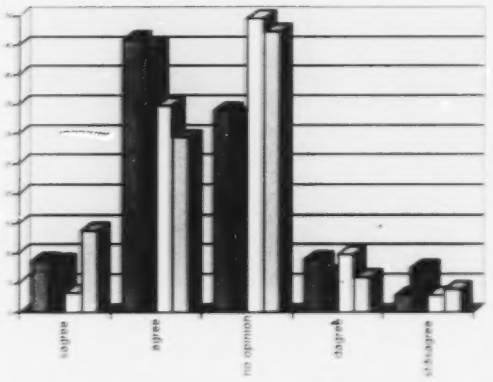
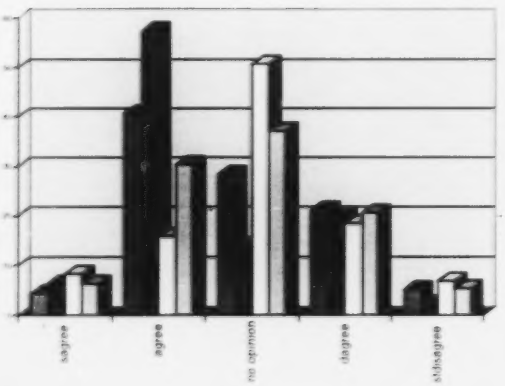
3. **There are adequate mechanisms to assess on a regular basis the diversity of the curriculum.**



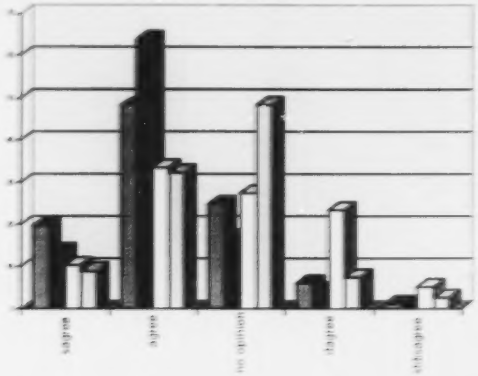
4. **Faculty exchanges with universities that have large minority populations could be a favorable way of bringing intercultural understanding to ENMU.**



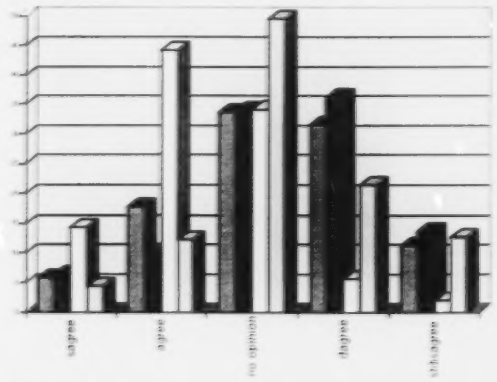
5. **I am aware of the types of services and programs offered to minorities on the ENMU campus.**



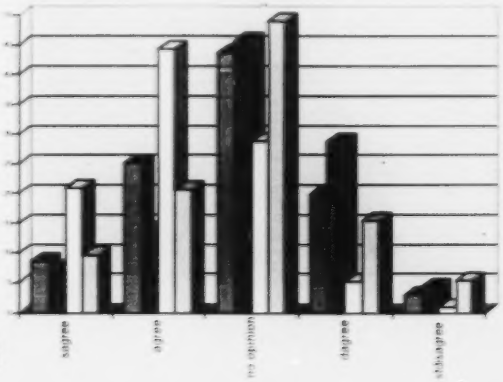
6. **I advise minority students to seek help from the various university services offered, when appropriate.**



7. **Minority faculty and staff on the ENMU campus are forced to act as non-minorities in order to succeed in the university environment.**

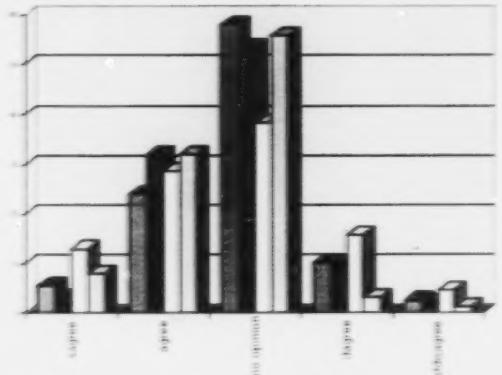


8. **Some minority groups at ENMU get special privileges while other minority groups are largely ignored.**

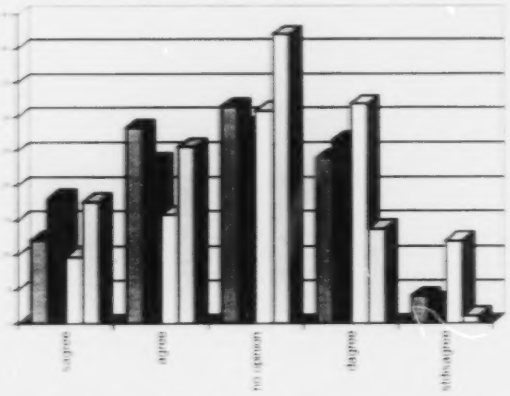


Employee 1992 Employee 1996 Student 1992 Student 1996

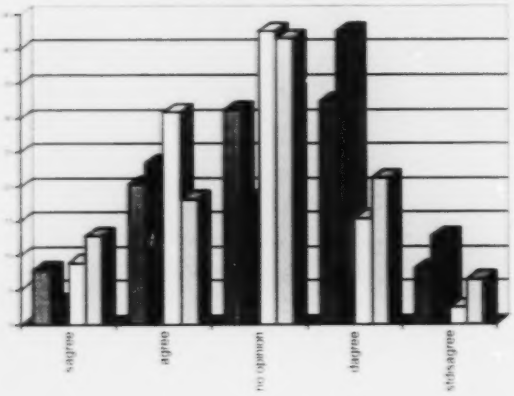
9. **The holdings and policies of the library support development of multicultural perspectives in the curriculum and in research.**



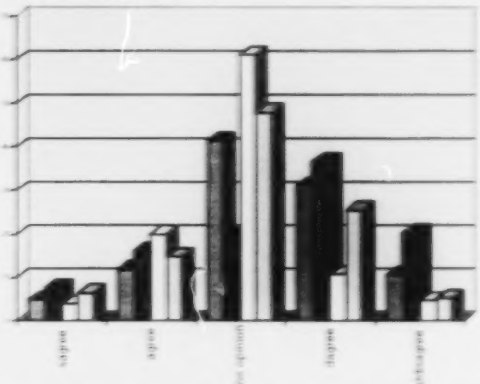
10. **Non-minority individuals (students, faculty, etc.) at ENMU cannot criticize a minority group member for any reason without being accused of being a racist.**



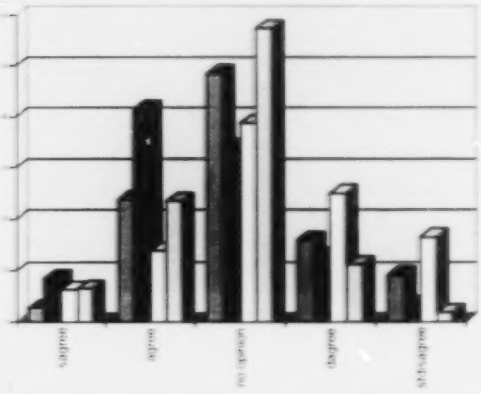
11. **The attitudes of non-minority students towards minorities will not be changed by programs or courses at ENMU.**



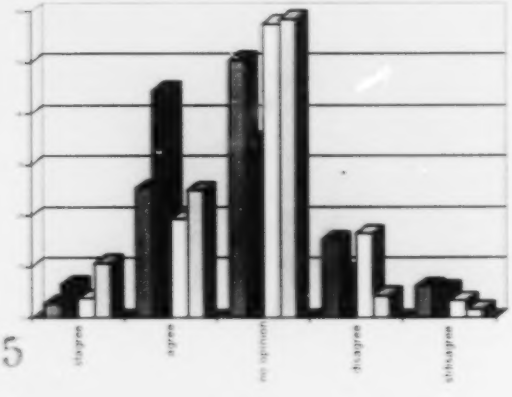
12. **Current efforts to incorporate ethnic studies into the curriculum will undermine traditional liberal arts education in the long run.**



13. **There is adequate support for faculty to expand and strengthen their courses or to create new courses reflecting a multicultural perspective.**

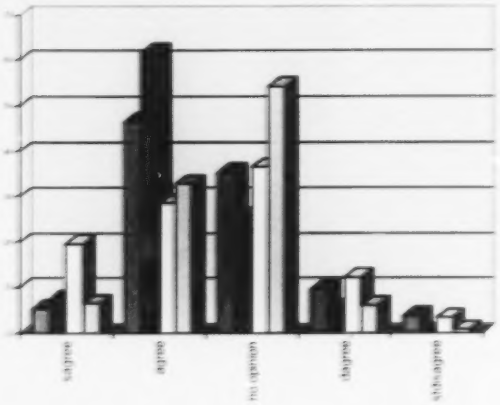


14. **Non-min. students interact differently with minority students than they do with other non-min. students at ENMU.**

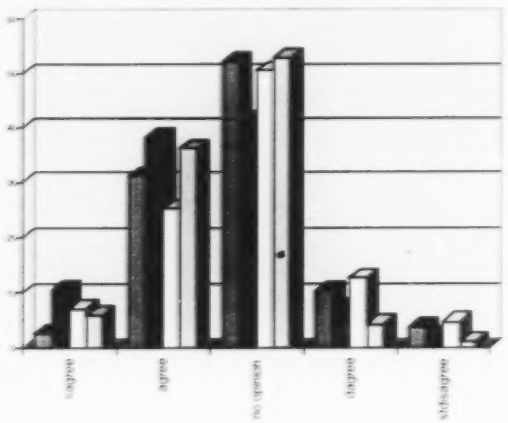


Employee 1992 Employee 1996 Student 1992 Student 1996

15. ENMU administrators/staff are responsive to minority student needs and issues.

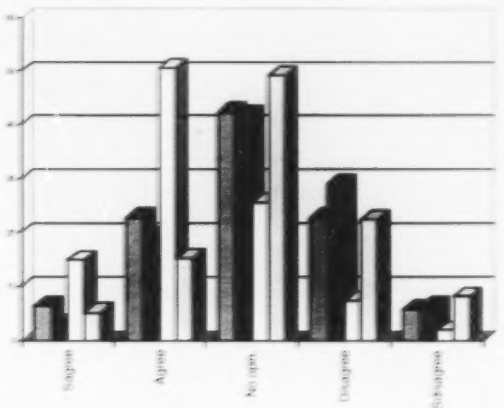


16. The university encourages research and publication in multicultural issues/areas.



Addendum to Datawave issue 4, volume 7: The chart pictured for question 18 in Datawave issue 4, vol. 7 was incorrect. The question and correct chart are shown below.

18. The minority student experience differs greatly from that of the non-minority student at ENMU.



The Datawave is published by the Assessment Resource Office at Eastern New Mexico University, Alec M. Testa, Coordinator.

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Eastern New Mexico University
Portales, NM 88130

Volume 5 No 2 — Published by Assessment Resource Office Eastern New Mexico University — Date 2-12-97

CIRP Results

The Cooperative Institute Research Program (CIRP) at the Higher Education Research Institute (HERI at UCLA) has again issued their press release announcing the results of the 1996 Freshmen Survey. You may have seen this in a recent edition of the Chronicle of Higher Education or in other news sources.

CIRP is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education, involving data on some 1,400 institutions, over 8 million students, and more than 100,000 faculty.

The core of the CIRP is the annual survey of entering freshmen. Each year some 600 two-year colleges, four-year colleges, and universities administer a survey developed at HERI to each new freshman during orientation or registration. The survey covers a wide range of student characteristics: parental income and education, ethnicity, and other demographic items; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs and self-concept. The results from these surveys continue to provide a comprehensive portrait of both the changing character of entering freshmen and American society at large. The annual survey results are watched closely in the higher education community and by state and federal policy makers; the findings also receive widespread attention in the national press.

The CIRP Freshmen Survey has been administered at Eastern for 10 years to more than 5,000 students at Eastern New Mexico University.

In the space below, you will be able to identify the information from the HERI press release from information about the 1996 freshmen class here at Eastern. The information that is added by me about Eastern students will appear in italics.

Freshmen entering U.S. colleges and universities this past fall are the most community-service-minded class in the 31-year history of UCLA's nationwide survey of college freshmen. The survey of more than 250,000 freshmen shows record numbers of students doing volunteer work and record numbers giving of their time at least an hour each week.

The fall 1996 survey, conducted by the Higher Education Research Institute at UCLA's Graduate School of Education and Information Studies, shows that 71.8 percent of the freshmen questioned did volunteer work during the past year. That compares to 70.3 percent in 1995 and a low of 62 percent in 1989. A record-high 38.4 percent of this year's freshmen spend one or more hours per week volunteering, compared to 37.2 percent in 1995 and 26.6 percent when this question was asked in 1987.

At Eastern, 54.7 percent of first-time freshmen reported spending some time each week in volunteer activities. This compares to 49.0 percent last year and a low of 40 percent in 1988. Of Eastern students, 28.3 percent reported spending 1 or more hours per week volunteering.

"Local and national efforts to encourage community service involvement appear to have had an effect as young people today are voluntarily taking action to help others in their communities," said Linda J. Sax, assistant professor of education at UCLA and associate director of the survey. "These trends are

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especially encouraging given recent studies showing that volunteer work has positive effects on students' personal and academic development."

Student concerns about their financial situations are growing.

In a climate of growing uncertainty about the availability of student aid, a record 33.1 percent of freshmen questioned cite financial assistance as a "very important" reason for selecting their freshman college, compared to 31.6 percent in 1995 and a low of 13.6 percent in 1976.

Only possible results have been released to Eastern to date by HERI, but 54 percent of students indicated that financial assistance was important or very important in choosing to attend Eastern. Financial assistance has been among the top five reasons that students choose Eastern for the past 10 years.

The percentage of freshmen choosing their college because it has low tuition rose sharply to its second highest point ever, 31.3 percent compared to 27.7 percent in 1995.

Low tuition is another historical reason why students choose to attend Eastern and in 1996 45.7 percent of the freshmen class indicated choosing Eastern, in part, because of low tuition.

"These findings suggest that the failure of federal and state financial aid to keep up with the cost of college is changing the way students pick their colleges," said Alexander W. Astin, UCLA professor of education and director of the survey. "Rather than picking the college that offers the most appropriate program, more students will be making choices on the basis of low cost and availability of financial aid."

"Two-thirds of freshmen are at least somewhat concerned they won't have enough funds to complete college. Increasing numbers expect to work while going to school to help pay college expenses (41.1 percent, compared to 39.5 percent in 1995 and a low of 34.7 percent in 1989). The percentage of freshmen expecting to work full time while in school rose to 6.4 percent from 5.5 percent in 1995 and a low of 3.2 percent when this question first was asked in 1982.

Seventy-one percent of Eastern students are at least somewhat concerned they won't have enough funds to complete college. 35.4 percent of students indicate they plan to get a job to pay expenses while in college, and 9 percent of students indicate they plan to work full-time while attending Eastern.

"Grade Inflation" continues.

Freshmen in fall 1996 report higher grades than in any previous freshman survey. A record 31.5 percent report earning "A" averages in high school compared to 28.1 percent in 1995 and a low of 12.5 percent in 1969. Conversely, the number reporting "C" averages or lower dropped to an all-time low of 14.6 percent from 15.5 percent in 1995 and a high of 32.5 percent in 1969.

Among Eastern's first-time freshmen, 18.9 percent reported earning an "A" average, compared to 27.3 percent in 1995 and a low of 20 percent in 1987. Conversely, 27.6 percent of students reported earning a "C" average or lower.

Students also are taking more college preparatory courses than ever before. Record numbers of students report taking at least three years of math (95.1 percent), two years of foreign language (84.4 percent), and two years of biological science (41.3 percent). Increasing numbers of students also are taking at least two years of physical science (52.6 percent) and a half year of computer science (58.3 percent).

At Eastern, 95.9 percent of first-time freshmen reported taking at least three years of math, 57.5 percent completed two years of foreign language, 34.9 percent completed two years of biological science, 34.1 percent completed two years of physical science, and 52 percent completed a half year of computer science.

"These survey results appear to reflect reaction to an increasing societal pressure to go to college in order to get ahead in life," Sax said. "Students are feeling pressured to take more college preparatory courses, and high school teachers are feeling pressured to be more lenient in their grading."

Despite a more challenging class load, students continue to report a high degree of academic disengagement, with the percentage of freshmen reporting being frequently "bored in class" reaching an all-time high of 35.6 percent (up from 33.9 percent in 1995). A record number also report they occasionally "overslept and missed class or (an) appointment" and the percentage of freshmen reporting spending six or more hours per week studying remains low at 35.7 percent, compared to a high of 43.7 percent in 1987.

Of Eastern's CIRP participants, 31.6 percent reported that they "felt bored in class", compared to 24.9 percent in 1995. 35.2 percent of Eastern students reported that they occasionally "overslept and missed classes or an appointment," and the percentage of freshmen reporting spending six or more hours per week studying remained low at 17.5 percent.

Self-confidence and aspirations are on the rise.

Students are thinking more highly than ever of themselves and their capabilities, but researchers caution that this growing self-confidence may not always be substantively based. When asked to compare themselves to the average person their age, more freshmen than ever rate themselves "above average" or in the "highest 10 percent" on academic, writing, public speaking, leadership and artistic abilities. Also on the rise are freshman perceptions of their mathematical ability, intellectual self-confidence and social self-confidence.

"This improved self-concept may be more the result of current self-esteem-raising programs in kindergarten through 12th grade than actual gains in ability," Sax noted. "Nevertheless, healthier self-confidence levels—no matter the source—contribute to success in college."

Improved self-concepts parallel students' growing optimism about their academic future. More freshmen than ever estimate that there is a "very good chance" they will "make at least a 'B' average" in college, and record numbers expect to "be elected to an academic honor society." Despite falling retention rates nationwide, a record 66.3 percent of this year's freshmen plan to earn graduate or advanced professional degrees, including an all-time high 38.9 percent aspiring to master's degrees and a record 15.1 percent planning to pursue Ph.D. or Ed.D. degrees.

Among Eastern's class of 2000 (19 freshmen matriculates of 1996), 50 percent responded there was a very good chance that "they would make at least a 'B' average" in college, and only about 5 percent reported that they expected to be elected to an honor society. 36.3 percent of Eastern's CIRP respondents indicated they plan to earn a master's, 14.2 percent a Ph.D. or Ed.D., 5.8 percent a medical or health degree (MD, DO, DDS, DVM), and 1.2 percent a law degree.

At the risk of bursting bubbles, survey director Astin noted that "it seems reasonable to assume that these rising academic expectations and educational aspirations are at least partially attributable to 'grade inflation' in high school. Greater 'success' in high school may be leading more students to have high expectations for college and beyond.

Interest in teaching careers is on the rise; interest in business and law is dropping.

Interest in elementary and secondary teaching careers rose again to its highest point in 23 years. Overall, 10.2 percent of freshmen report an interest in teaching, including 13.7 percent of female students and 5.7 percent of men. Medical careers also remain popular, with 6.4 percent of freshmen (6.9 percent of women and 5.8 percent of men) planning to become doctors. Interest in business careers hit a 20-year low at 14 percent, and the number of freshmen planning to become lawyers hit a record low of 3.3 percent.

15.4 percent of Eastern students indicated they intend to work in elementary or secondary education, including 21.4 percent of women and 8 percent of men. 3.6 percent of Eastern students (3.8 percent of women, 3.4 percent of men) indicated they plan on becoming a doctor. Ten percent of Eastern students indicated that they were interested in a business career, while only .8 percent expressed an interest in becoming an attorney.

Social attitudes are changing.

Freshman social attitudes show a continued decline in support of sexual and reproductive freedom. Support for keeping abortion legal declined for the fourth straight year to 56.3 percent, compared to a high of 64.9 percent in 1990 and a low of 53.3 percent in 1979. In a similar trend, support has reached an all-time low for the notion that "if two people like each other, it's all right for them to have sex even if they've known each other for a very short time." This year, 41.6 percent agreed with that statement, compared to 42.7 percent in 1995 and a high of 51.9 percent in 1987.

"This latter finding reflects college students' changing attitudes towards sex in an era of increasing consciousness about AIDS and other sexually transmitted diseases," Sax said.

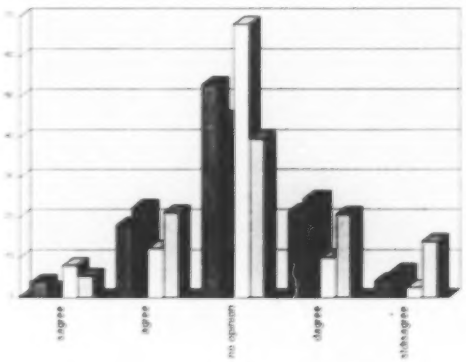
Among Eastern participants, 48 percent indicated that "abortion should be legal." Eastern students likewise agreed in record numbers with the statement in 1990 (59.2 percent as compared to a low of 46.1 percent of respondents in 1988). 40.1 percent of Eastern students (55.7 percent of men and 27.1 percent of women) reported they agree somewhat or agree strongly that "sex is ok if people like each other even if they've known each other for a very short time." In 1995, 42.5 percent of the respondents agreed with this statement. The record number of agreement was in 1988 (54.4 percent compared to a low of 38.7 percent in 1994).

The CIRP Freshmen Survey represents a significant commitment of time and money to learn about our freshmen students. In the last year, a similar survey was conducted of the faculty, and we have recently begun to administer the College Student Survey (CSS) to graduating seniors. When the information from the CSS on graduating seniors can be compared to our freshmen reports, then a rich understanding of how students learn and grow here at Eastern may result.

In two weeks, the next edition of the Datawave will report an itemized summary of the questions asked on the CIRP freshmen survey. Members of the Eastern community are encouraged to request information to promote their planning and services. For more information, feel free to call on Dr. Alec Testa at extension 4313, or through email at Alec.Testa@enmu.edu.

Addendum to Datawave issue 5-1: The chart pictured for question 14 in Datawave issue 5-1 was incorrect. The question and the correct chart are shown below.

14. Non-minority students interact differently with minority students than they do with other non-minority students at ENMU.



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Volume 5, No. 3 Published by Assessment Resource Office, Eastern New Mexico University Date: 2-26-97

Eastern has participated in the Cooperative Institute Research Project (CIRP) Freshman Survey since 1987. In 1996, the survey was administered to over 300,000 students at 641 two and four year colleges and universities. At Eastern, the survey was administered to students at new student orientation by Student Academic Services. Of these, 417 students were first-time freshmen with no previous academic credit at an institution of higher education according to the Higher Education Research Institute at UCLA. The results for a number of the questions which deal with student attitudes, behaviors, goals and aspirations follow. The text here will focus on similarities and differences of student responses to those of the national sample.

The ethnic make-up of Eastern CIRP respondents was: White/Caucasian 65.7%, African American/Black 3.9%, American Indian 4.1%, Asian American/Asian 1.2%, Mexican/Chicano 23.2%, Puerto Rican .5%, Other Latino 2.7%, and Other 4.3%.

When asked about reasons noted as very important in deciding to go to college, 20% of Eastern students responded that a role model/mentor encouraged them compared to 16.8% of the national cohort. Forty-four percent of the national cohort reported that an important reason for attending college was to "prove to others that I can succeed" compared to 50.9% of Eastern freshmen. Finally, when asked if they were attending college to become a more cultured person, 38.0% of the national cohort answered yes compared to 29.1% of Eastern students.

What reasons did students consider very important in selecting the college they attended? The top two reasons for students to attend Eastern were financial assistance (53.9%) and low tuition (45.7%). Reasons three and four were the size of the college (38.9%) and good academic reputation (38.5%).

The top four probable careers for Eastern students were: Teacher/administrator (elementary) (9.9%), Business executive (management) (6.0%), Teacher/administrator (secondary) (5.5%), and Therapist (phys. occup. speech) (3.9%).

When asked to rate objectives that they considered to be essential or very important, Eastern student responses were very similar to the national cohort in the following areas: Have administrative responsibility (Eastern 41.1%, national cohort 41.0%), Help others in difficulty (Eastern 64.8%, national cohort 63.8%), Become authority in my field (Eastern 62.8%, national cohort 65.7%), Be very well off financially (Eastern 76.4%, national cohort 77.7%), Develop a meaningful philosophy of life (Eastern 39.0%, national cohort 42.4%), and Be a community leader (Eastern 36.4%, national cohort 33.7%).

The full description of the results for the national sample and Eastern for the last ten years are available at the Assessment Resource Office. If you would like to look at these results for any year for any particular question or for any other cohort, please contact Dr. Alec Testa at ext. 4313.

	ENMU		National
Student rated self above average or highest 10% in:			
Academic ability	**45.4**	**%**	**53.3**
Artistic ability	**25.0**		**24.7**
Competitiveness	55.4		53.6
Cooperativeness	66.8		70.5
Creativity	**49.3**		**48.6**
Drive to achieve	**63.5**		**64.6**
Emotional health	50.2		52.4
Leadership ability	56.5		53.0
Mathematical ability	**25.6**		**34.5**
Physical health	**51.6**		**53.8**
Popularity	38.5		39.0
Public speaking ability	30.4		30.1
Self-confidence (intellectual)	**50.6**		**54.7**
Self-confidence (social)	**42.7**		**51.3**
Self-understanding	48.9		56.0
Spirituality	45.5		43.4
Understanding of others	**56.2**		**64.2**
Writing ability	**34.1**		**39.6**

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	ENMU		National
Number of other colleges applied to for admission this year:			
None	37.8	%	31.3
One	15.5		17.0
Two	18.7		19.1
Three	14.3		15.7
Four	8.6		8.5
Five	3.4		4.2
Six or more	1.7		4.2
College attended is student's:			
First choice	65.7		68.2
Second choice	25.8		23.6
Third choice	5.3		5.5
Less than third choice	3.1		2.7
Highest academic degree planned:			
None	.3		.7
Vocational certificate	0		.3
Associate (or equivalent)	1.2		.9
Bachelor's	39.1		29.8
Master's	36.3		40.8
Doctorate	14.2		15.0
Other	1.8		2.2
Political Views:			
Far left	4.0		3.0
Liberal	17.4		21.1
Middle of the road	57.3		56.1
Conservative	20.1		18.4
Far right	1.2		1.4
Reasons noted as very important in deciding to go to college:			
My parents wanted me to go	42.4		41.6
I could not find a job	7.6		8.1
Wanted to get away from home	23.5		21.6
To be able to get a better job	76.9		78.6
To gain a general education and appreciation of ideas	60.3		61.9
To improve my reading and study skills	43.4		45.4
There was nothing better to do	3.2		3.8
To make me a more cultured person	29.1		38.0
To be able to make more money	74.8		77.7
To learn more about things that interest me	73.4		74.2
A mentor or role model encouraged me to go	20.0		16.8
To prove to others I could succeed	50.9		44.4
Reasons noted as very important in selecting college attended:			
Relatives' wishes	12.7		9.9
Teachers' advice	6.1		4.4
College has a very good academic reputation	38.5		43.9
College has a good reputation for its social activities	25.9		24.7
Offered financial assistance	53.9		32.9
College offers special programs	19.3		23.3
Low tuition	45.7		34.9
Advice of high-school counselor	8.6		7.7
Advice of private college counselor	3.7		2.0
Wanted to live near home	23.2		21.3

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(continued on page 3)

	ENMU		National
Friend's suggestion	11.9	%	11.5
Recruited by college	10.4		5.3
Recruited by athletic department	13.1		6.3
Graduates gain admission to top graduate/professional schools	18.0		21.7
Graduates get good jobs	38.4		41.2
Religious affiliation/orientation	3.0		2.8
Size of college	38.9		38.1
Not accepted anywhere else	3.7		3.0
Rankings in national magazines	3.2		4.7
Students estimate chances are very good that they will:			
Change major field	10.6		13.7
Change career choice	8.9		12.2
Fail one or more courses	1.2		1.7
Graduate with honors	14.4		16.9
Be elected to student office	2.5		4.3
Get a job to help pay college expenses	35.4		39.7
Work full-time while attending college	9.0		6.2
Join a social fraternity, sorority, or club	18.2		18.2
Play varsity/intercollegiate athletics	17.0		15.1
Be elected to an academic honor society	5.0		9.4
Make at least a "B" average	50.0		45.0
Need extra time to complete degree	9.0		10.2
Get a bachelor's degree	71.6		71.6
Participate in student protests or demonstrations	3.5		5.5
Drop out temporarily	.5		1.3
Drop out permanently	.5		1.1
Transfer to another college	9.7		12.3
Get married while in college	11.5		6.9
Participate in volunteer or community-service work	9.5		16.8
Seek personal counseling	5.5		6.7
Activities in the past year:			
Attended a religious service	83.8		85.7
Was bored in class	31.6		37.1
Participated in organized demonstrations	53.6		49.6
Missed school due to employment	11.1		7.7
Tutored another student	45.1		48.4
Studied with other students	80.9		86.8
Was a guest in teacher's home	33.5		28.1
Smoked cigarettes	13.0		13.1
Drank beer	52.5		49.2
Drank wine or liquor	51.1		52.6
Took prescribed anti-depressant	3.9		4.3
Felt overwhelmed by all I had to do	28.4		29.7
Felt depressed	11.1		10.2
Performed volunteer work	67.6		70.5
Overslept and missed class or appointment	35.2		36.7
Played a musical instrument	34.6		38.4
Asked a teacher for advice after class	21.7		22.9
Discussed politics	15.3		13.8
Worked in political campaign	6.5		6.0
Voted in student election	22.2		24.8
Found it difficult to study at home	53.7		57.5
Socialized with different ethnic group	74.4		59.8
Agree strongly or somewhat that:			
The federal government is not doing enough to control environmental pollution	80.5		83.1
There is too much concern in the courts for the rights of criminals	72.3		70.8

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	ENMU		National
The federal government should raise taxes to reduce the deficit .	**15.4**	**%**	**21.6**
Abortion should be legal	**48.0**		**55.9**
The death penalty should be abolished	16.4		22.4
If two people really like each other, it's all right for them to have sex even if			
they've known each other for only a very short time	**40.1**		**40.3**
The activities of married women are best confined to the home and family	**27.6**		**25.8**
Marijuana should be legalized	29.9		33.5
It is important to have laws prohibiting homosexual relationships	39.4		35.2
Employers should be allowed to require drug testing of employees or job applicants	**78.6**		**80.7**
The federal government should do more to control the sale of handguns	**72.8**		**82.8**
A national health-care plan is needed to cover everybody's medical costs	68.9		74.5
Racial discrimination is no longer a major problem in America	15.4		15.6
Realistically, an individual can do little to bring about changes in our society	**31.3**		**32.8**
Wealthy people should pay a larger share of taxes than they do now	**59.9**		**66.6**
Colleges should prohibit racist/sexist speech on campus	63.7		65.0
People should not obey laws which violate their personal values	35.5		35.7
Abolish affirmative action in college admittance	**41.8**		**43.1**
All official documents should be in English	**40.0**		**40.5**
Deny educational access to undocumented child	54.7		51.5
Objectives considered essential or very important:			
Achieving in a performing art	**16.3**		**12.4**
Becoming an authority in my field	**62.8**		**65.7**
Obtaining recognition from my colleagues for contributions to my special field	51.4		55.2
Influencing the political structure	17.8		18.6
Influencing social values	**43.0**		**40.5**
Raising a family	**66.3**		**71.5**
Having administrative responsibility for the work of others	41.1		41.0
Being very well-off financially	76.4		77.7
Helping others who are in difficulty	**64.8**		**63.8**
Making a theoretical contribution to science	**17.8**		**17.8**
Writing original works	13.3		13.9
Creating artistic work	15.0		13.5
Becoming successful in a business of my own	**44.9**		**44.1**
Becoming involved in programs to clean up the environment	**20.9**		**23.0**
Developing a meaningful philosophy of life	39.0		42.4
Participating in a community-action program	23.7		25.7
Helping to promote racial understanding	**37.9**		**37.7**
Keeping up to date with political affairs	**24.0**		**27.8**
Becoming a community leader	36.4		33.7

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In accordance with the *Plan for Assessment of Student Academic Achievement*, the General Education Committee, with the assistance of the Assessment Resource Office, implemented an Academic Outcomes Assessment Plan (AOAP) for the General Education Curriculum. AOAP's are made up of: an expanded statement of institutional purposes, intended outcomes and objectives, assessment criteria and procedures, and an implementation protocol. The Plan also makes provision for reporting and using assessment results. Each year there is to be a report for each discipline and the general education program that contains the results of each assessment criteria and procedure, use of the results, as well as program strengths and weaknesses.

In this issue of the DATAWave, the results of the AOAP for the General Education curriculum will be presented. Special thanks to the General Education Committee, particularly its Chair, Dr. Jesse Swan, and Dr. Patrice Caldwell, Dean of the College of Liberal Arts and Sciences. The next two editions of the DATAWave will report AOAP results for each discipline at Eastern.

As stated in the *Eastern New Mexico University Undergraduate Catalog for 1995-1997*, the goals of the general education program are:

1. Use written and spoken English effectively: includes ability to read and listen with understanding and critical discernment.
2. Understand and apply scientific principles and develop awareness of the role of science today.
3. Understand and apply basic math principles.
4. Gain a basic understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.
5. Gain a perspective on the humanities to appreciate their value to individual and society.
6. Develop an awareness and appreciation of fine arts through cognitive and affective experiences.
7. Acquire abilities to promote his/her well-being.
8. Contribute to students becoming mature, adaptable citizens capable of meeting challenges of a multicultural society.

Because of space constraints, it is not possible to duplicate the entire General Education Academic Outcomes Assessment Plan here, but the assessment criteria and procedures and results are listed below.

Assessment Criteria/Procedures:	Results:
1a.) Rising juniors completing the CAAP test will score on average at the 50th percentile of national norms for Writing Skills and Reading.	**1a.) In 1995, the national mean score for the writing skill was 64.1. At Eastern, 42% of students in AY 95-96 scored above the national average. The mean score of all Eastern students (n=333) was 62.37.**
1b.) In an employer survey, 80% will respond that ENMU graduates speak and write clearly.	1b.) 60% of employers stated that Eastern students' writing skills were above average. 100% of respondents indicated that Eastern graduates had writing skills that were average or above.
1c.) 80% of graduates will agree with the statement, "I write and speak English effectively, including the ability to read and listen with understanding and critical discernment."	**1c.) Of the small sample of students who participated in the focus group, 100% agreed with the statement.**
1d.) 80% of graduates will agree that the General Education Program at ENMU improved their English skills.	1d.) Of the small sample of students who participated in the focus group, 70% of students agreed with the statement.
1e.) The majority of upper-division students will articulate how they have learned to write and speak English effectively, including the ability to read and listen with understanding and critical discernment.	**1e.) Approximately half the students were able to articulate how they learned to write and speak English effectively. This result is limited by the methodology, and that students are not familiar with evaluating their own learning.**

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Assessment Criteria/Procedures:	Results:
2a.) Rising Juniors completing the CAAP test will score on average at the 50th percentile of national norms for Scientific Reasoning.	2a.) In 1995, the national mean score of students at public four year universities was 60.6. At Eastern, approximately 43.5% of students who participated in the CAAP in AY 95-96 scored a 60 or above. The mean score of Eastern students (n=332) was 59.07.
2b.) 80% of graduates will agree with the statement, "I understand and can apply scientific principles, and have an awareness of the role of science and technology in the contemporary world."	**2b.) 100% of graduates agreed with the statement.**
2c.) 80% of graduates will agree that the General Education Program at ENMU improved their scientific understanding and application.	2c.) 100% of the students agreed with the statement.
2d.) The majority of upper-division students will articulate how they have learned to understand and apply scientific principles and develop awareness of the role of science today.	**2d.) For the most part, students were unable to articulate how they learned to understand and apply scientific principles.**
3a.) Rising Juniors completing the CAAP test will score on average at the 50th percentile of national norms for Mathematics.	3a.) In 1995, the national mean score for mathematics was 58.00. At Eastern, 28.5% of students scored a 58 or higher in AY 95-96. The mean score for all Eastern students (n=333) was 56.22.
3b.) 80% of graduates will agree with the statement, "I understand and can apply basic mathematical principles."	**3b.) 96% of students agreed with the statement.**
3c.) 80% of graduates will agree that the General Education Program at ENMU improved their basic mathematical abilities.	3c.) 71% of students agreed with the statement.
3d.) The majority of upper-division students will articulate how they have learned to understand and apply basic mathematical principles.	**3d.) Less than half the students were able to articulate how they learned to understand and apply basic math principles, though many students were able to describe that they did learn more about mathematics.**
4a.) Rising Juniors completing the CAAP test will score on average at the 50th percentile in the social studies subtest of the CAAP Reading score.	4a.) In 1995, the national mean score on the social studies/science subscale of the reading score was 16.3. At Eastern, 50.2% of students scored above the national average. The mean score of all Eastern students (n=333) was 15.68.
4b.) In senior exit interviews, 70% of seniors will report they have become more sensitive to cultures other than their own.	**4b.) Nearly 100% of students report that they are more sensitive to cultures other than their own.**
4c.) 80% of graduates will agree with the statement, "I understand human society and cross-cultural variation, including ways individuals and groups function, interact, and change."	4c.) More than 80% of graduates agreed with the statement.
4d.) 80% of graduates will agree that the General Education Program at ENMU improved their understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.	**4d.) Time limitations do not always permit students the opportunity to articulate their understanding of human society and cross cultural variation; however, the recently concluded Diversity Survey as well as analysis for the PCRP Project suggests that students are learning to understand human society and cross cultural variation.**
4e.) The majority of upper-division students will articulate an understanding of human society and cross-cultural variation, including ways individuals and groups function, interact, and change.	4e.) Students expressed greater cross-cultural appreciation, but were generally not able to express how they vary. Responses were limited because of time constraints.
5a.) Rising Juniors completing the CAAP test will score on average at the 50th percentile in the arts/literature subtest of the Reading score.	**5a.) In 1995, the national mean score for the arts and literature subscale of the reading scale was 16.1. At Eastern, 54.1% of students scored a 16 or higher. The mean score of Eastern students (n=333) was 15.72.**

Assessment Criteria/Procedures:	Results:
5b.) 80% of graduates will agree with the statement, "I have a perspective on the humanities to appreciate their value to individual and society."	**5b.) 96% of students agreed with the statement.**
5c.) 80% of graduates will agree that the General Education Program at ENMU improved their perspective on the humanities.	5c.) 91% of students agreed with the statement.
5d.) The majority of upper-division students will articulate a perspective on the humanities and appreciation of their value to individual and society.	**5d.) Inconclusive.**
6a.) Juniors completing the CAAP test will score on average at the 50th percentile of the arts and literature subtest of the Reading score.	6a.) In 1995, the national mean score for the arts and literature subscale of the reading scale was 16.1. At Eastern, 54.1% of students scored a 16 or higher. The mean score of Eastern students (n=333) was a 15.72.
6b.) 80% of graduates will agree with the statement, "I have developed an awareness and appreciation of fine arts through cognitive and affective experiences."	**6b.) 91% of students agreed with the statement.**
6c.) 80% of graduates will agree that the General Education Program at ENMU improved their appreciation of fine arts.	6c.) 87% of students agreed with the statement.
6d.) The majority of upper-division students will articulate an awareness and appreciation of fine art.	**6d.) Inconclusive.**
7a.) 50% of graduates will exceed the two hours of required Physical Education activity classes.	7a.) Analysis has not been conducted; assume compliance.
7b.) 80% of graduates will agree with the statement, "I have acquired the abilities to promote my well-being."	7b.) More than 80% of students agreed with the statement.
7c.) 80% of graduates will agree that the General Education Program at ENMU improved their abilities to promote their well-being.	7c.) More than 80% of students agreed with the statement.
7d.) The majority of upper-division students will articulate their abilities to promote personal well-being.	**7d.) Inconclusive.**
8a.) 70% of graduates will indicate that they have made plans for after graduation that reflect a mature, and adaptable citizen's role.	8a.) The majority of students indicated intention to go to Graduate School or the world of work.
8b.) 70% of graduates will indicate that the General Education Program at ENMU has increased their sensitivity to cultures other than their own.	**8b.) Nearly 100% of students agreed with the statement.**
8c.) 80% of graduates will agree with the statement, "I am a mature, adaptable person who is capable of meeting the challenges of a multicultural society."	8c.) 100% of students agreed with the statement.
8d.) 80% of graduates will agree that the General Education Program at ENMU helped them become mature, adaptable people who are capable of meeting the challenges of a multicultural society.	8d.) 78% of students agreed with the statement.
8e.) The majority of upper-division students will articulate that they are mature, adaptable people who are capable of meeting the challenges of a multicultural society.	8e.) Inconclusive

With respect to the assessment plan results, the Committee is concerned about the inability of students to explain how general education courses enhanced their knowledge or skills. They are exploring other possibilities for more accurately testing for such knowledge and/or avenues for correcting the problems in the general education courses. One way to correct the problem, especially marked in the sciences but significant throughout the curriculum, is to integrate a lab experience into the general education science courses.

The Committee is determining the 12 hours of absolutely essential courses for all students to have completed by the time each student completes 45 hours of course work. The Committee will be submitting a proposal to the Vice President for Academic Affairs, through the Curriculum Committee and Faculty Senate, outlining the faculty position regarding the timely completion of essential general education courses. Three such courses will very likely be the two first-year composition courses and a mathematics course.

The Committee is also working on the following actions: a regularization of degree requirements for the associate degrees throughout the Eastern system; a policy on laboratory experience in general education science courses; a list of 12 hours of essential courses in general education to be completed by the time students complete 45 hours of coursework; a proposal for placing the oversight of developmental courses within the purview of the General Education Committee; a proposal for integrating diversity values into general education courses and/or the curriculum; and on-going analysis of general education syllabi and explanatory memos.

The strengths of the General Education Program are:

- faculty are committed to integrating diversity values into the curriculum;
- faculty are committed to integrating a computer literacy component into general education;
- employers are satisfied with Eastern graduates' abilities in writing;
- in focus groups and in locally developed surveys, students reported that they are satisfied and pleased with the general education curriculum;
- in focus groups and surveys, students were able to articulate greater cross culture sensitivity.

The following areas of concerns are noted:

- students generally scored poorly on the Collegiate Assessment of Academic Proficiency (CAAP) with student motivation most likely being the principle area of concern;
- in many areas, particularly the sciences, students have difficulty articulating their learning;
- the committee is concerned about the inability of students to explain how general education courses enhance their knowledge or skills;
- students do not take essential courses until late in their college programs; and
- faculty are concerned about the oversight of developmental courses.

For Academic Year 1996-1997 several changes have been made in the General Education AOAP. Eliminated are survey questions, because the results were not particularly useful. Also eliminated were the use of focus groups because of time constraints. In their place, assessment criteria and procedures were added which can be used from the College Student Survey. This provides an important contribution of both longitudinal and cross sectional data on students' perceptions of their learning through the Cooperative Research Institute Program (CIRP) Freshmen Survey and College Student Survey.

Though often frustrating, the assessment procedures engaged by the General Education Committee have proven to be largely beneficial. Focusing members on substantive problems—and successes—the various assessment activities and instruments have enabled the committee to sustain the integrity of the general education curriculum of Eastern. Members expect continued benefits in the years to come.

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By Vincent E. Miller and Alec M. Testa, et al.

In June 1995, Eastern submitted its *Plan for Assessment of Student Academic Achievement* to the North Central Association. This plan stipulated that each academic discipline would assess the learning of each of its graduates. More than fifty plans were prepared, and these can be found at the Assessment Resource Office web site at http://www.enmu.edu/~testaa. In the last issue of the DATAWave, the results for the General Education plan were reported. In this edition, the results for the College of Liberal Arts and Sciences are briefly summarized. The next edition of the DATAWave will contain results for the College of Education and Technology, the College of Fine Arts, and the College of Business. Again, these are just brief summaries. More extended summaries are available through the Assessment Resource Office web page.

Anthropology

Undergraduates take a locally prepared, objective examination that tests basic knowledge in the four core areas of Anthropology: Archaeology, Cultural, Linguistics, and Physical. Of the 11 seniors, 2 scored between 90-80%, 3 scored between 80-70%, 3 scored between 70-60%, and 1 was below 50%. Of the 8 graduate students, 3 scored between 80-70%, 4 between 70-60%, and 1 was between 60-50%.

In the Graduate Program, all students from the 1995 entering class who took the Candidacy Exam passed all areas. They demonstrated their understanding of the basic core areas: statistics/quantitative methods, archaeological method/theory, and cultural anthropology theory. In addition, each showed understanding of three specialty areas they selected.

Biology

Results from the Educational Testing Services major field achievement test in Biology indicate that graduates performed below the national standard norms in the areas of subcellular and cellular biology when combined student performance was compared with a national mean. Wildlife majors scored significantly above the national mean in the supraorganismic category. Pre-med majors scored at the national mean in all categories.

The Graduate Program results indicated that students performed below the national standard norms in the areas of subcellular and cellular biology when combined student performance was compared with a national mean. Graduate students completed strong thesis and oral defenses of their work.

Communicative Disorders Undergraduate Program

All recent graduates took a comprehensive, objective examination covering the entire breadth of the discipline. The mean score was 54%.

Communicative Disorders Graduate Program

- 40% of the 5 graduating students in 1995-96 passed the national examination in speech-language pathology (NESPA) on their first attempt.
- 100% of the 5 graduating students in 1995-96 passed the master's written and oral exams on their first attempt. They exceeded the goal of 90%.
- Based on a multiple question survey of satisfaction which rated aspects of the CDIS Program from 1 to 5, with 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, 5 = strongly disagree, overall results showed consumer satisfaction.
- Current graduate students rated the academic program 1.9.
- Current graduate students rated the clinical program 1.8.
- Alumni from the previous five years rated the program 2.0.
- Employers of the previous five years' alumni rated the program 1.7.

Chemistry Undergraduate Program

- Three Chemistry students have taken the ACS Chemistry examinations to date. Student scores range from very low (~20th percentile) to very high (~80th percentile). It is premature, given the small sample size, to draw general conclusions from these examination results.
- Follow up contacts with ENMU Chemistry graduates in 1995-1996 indicate a very high level of satisfaction (100%) with the level and quality of Chemistry training received at Eastern. Numerous positive comments about how training received at Eastern significantly exceed training levels other students received at other universities—as evaluated by Chemistry alumni at Eastern in graduate school or in the work force directly involved in assignments with alumni form other Chemistry programs at other universities—were give to the ENMU Chemistry program.

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• Virtually 100% of ENMU Chemistry graduates contacted in 1995-1996 are employed in a chemically related field or are pursuing advanced degrees in the chemical and physical sciences, engineering, or the health sciences.

Chemistry Graduate Program

In the past academic year, two students completed the Master's program in Chemistry. One student is presently working for a computer company and is looking for a position in the chemical industry. The other student is not actively looking for a job.

Computer Science

80% of graduates were above the nation mean on the ETS or MFAT Computer Science examination.

English Undergraduate Program

• Out of the nine sample portfolio essays (from graduating majors), all demonstrated superior competence in grammar and mechanics, while seven demonstrated superior, and two adequate competence in style.

• Out of the eleven students (Senior English majors) interviewed, four responded "I strongly agree," and five "I agree," one disagreed, and one did not respond to the statement, "I can prepare essays that are competent in areas of grammar, mechanics, and style."

• Out of the nine sample portfolio essays, all demonstrated competence in critical thinking, six demonstrated competence in theoretical approach, and three demonstrated little or no competence. Of the six students who demonstrated competence with theoretical approaches, three applied gender and/or feminist theory, one applied New Critical theory, one applied New Historicism, and one applied intertextual theory.

• Of the eleven interviewed, nine demonstrated competence, one showed marginal competence, and one showed no competence in an understanding of the development of British and United States literary traditions.

• Of the eleven students interviewed, two believed that they had received a better understanding of Biblical/Classical traditions, eight believed that they had little, if any, exposure to such traditions. Ten students felt that they had been thoroughly exposed to non-western and/or multicultural literary traditions.

English Graduate Program

Four students completed Master's thesis in spring, and successfully defended their work in an oral exam.

Geology

Geology successfully implemented their Academic Outcomes Assessment Plan. Because the results were based on a sample of one, they are not replicated here in order to protect the privacy of the student.

History & Social Studies

The department implemented a student assessment of the major and the student experience with the department through solicitation of anonymous responses from our sixteen graduating majors to questions regarding why the student chose the major, what students felt was best about the program , and where students felt the program needed improvement. Student responses were candid and generally long, signifying some amount of thought was given to their responses.

Mathematics Undergraduate Program

100% of students scored above the 50th percentile on ETS exam. None applied to post-graduate programs outside ENMU. 90% agreed with the statement, "I feel comfortable using a computer as a mathematical tool."

Mathematics Education Program

• All 1996 graduates from the secondary mathematics program scored above the 60% level on NTE test.

• All graduates from the secondary mathematics program were hired.

• 100% felt they were competent to teach Mathematics.

Mathematical Sciences Graduate Program

• 100% of graduating Master's degree students agreed with the statement, "I am well prepared for a beginning position using my degree."

• 100% of those students wishing to pursue an advanced degree in Mathematics were accepted into Ph.D. programs.

• 100% of those accepted into a graduate program were awarded teaching or research assistantships.

• 100% of students, one year after being admitted into an advanced program, agreed that they were well prepared.

• 90% passed at 70% or higher on all comprehensive exams in three areas of Mathematics.

Communications, Mass Communication Undergraduate Program

• Nine students successfully completed portfolios for assessment; mean scores by peers were 4.5 (out of a possible 5.0); faculty/professional aggregate mean was 3.9.

• Students included with their portfolios written self-critiques; the material was received by the evaluation team; range of scores was 3.0 to 4.86; average was 4.1.

• All graduates successfully prepared a personal code of ethics related to their discipline per course requirement for COMM 415.

• All graduates successfully prepared a case study in mass media, demonstrating the ability to analyze ethical issues, per course requirement for COMM 415.

• All students successfully demonstrated literacy in computers and visual concepts through portfolio presentation.

• Computer and visual literacy was demonstrated through the portfolio demonstrations; quality of presentation scores ranged from 2.8 to 4.86 on a 5 point scale.

• All students successfully passed an examination of legal issues per course requirement for COMM 322 or COMM 414.

• All students successfully prepared a case brief on a landmark media case per course requirement for COMM 322 or COMM 414.

Communications Graduate Programs

- All graduates have successfully completed written and oral comprehensive exams in their discipline.
- All graduates have successfully completed either a thesis or special project in their area of interest.
- All students have regularly affirmed their preparation to conduct research, pursue an advanced degree, or take a meaningful job in their chosen discipline.

Nursing

- 90% of graduates of the program agreed with the statement, "implements nursing actions based on current nursing theory."
- 100% of graduates agreed with the statement, "uses research findings to improve nursing practice."
- 100% of graduates agreed with the statement, "remains current in the area of new disease etiology, intervention, and prognosis."
- 94% of graduates' employers agreed with statement, "shows evidence of critical thinking in effectively fulfilling responsibilities of job description."
- 90% of graduates' employers agreed with statement, "communicates effectively with patients/clients, peers, subordinates, supervisors, members of the health care team, and families."
- 100% of students, during the senior clinical nursing courses, made oral and written presentations that reflect their usage of critical thinking skills, communicative skills, and therapeutic nursing interventions.
- 93% of the graduates agreed with the statement, "critical thinking skills and communication skills were incorporated throughout the program."
- 95% of graduates and employers agreed with the statement, "collaborates with other health professionals and providers to promote health of patients/clients."
- 76% of the graduates agreed with the statement, "participates in political and professional activities to enhance health promotion and quality of life."
- 100% of students completing the senior clinical nursing courses demonstrated evidence of model health care that is appropriate, affordable, and culturally sensitive.
- 75% of graduates and employers agreed with the statement, "recognizes, accepts, and deals effectively with cultural differences in patients/clients, peers, subordinates, supervisors, members of the health care team, and patient/client families."
- 90% of the graduates and employers agreed with the statement, "demonstrates leadership in nursing practice."
- 89% of the graduates and employers agreed with the statement, "encourages professional growth behaviors in peers and other nursing personnel."
- 100% of students, during the final clinical course in the senior year, demonstrated by oral and written presentations creativity in therapeutic nursing interventions.
- 70% of the graduates will enroll or have plans to enroll in graduate study within five years of graduation from the program.

Physics Undergraduate Program

Physics successfully implemented their Academic Outcomes Assessment Plan. Because the results were based on a sample of one, they are not replicated here in order to protect the privacy of the student.

Political Science

This fall, 16 juniors and seniors took the ETS exam; these results are not yet in. In 1995, 19 juniors and seniors took the exam. The results are shown below. This fall, 13 seniors took the ICAT essay test a Higher Order Critical Thinking examination) and those results are also shown below:

Results ("mean" scores shown) for the 1995 ETS Major Field Achievement Test in Political Science are: United States Government (ENMU = 47.2, National = 49.2, Difference = -2.0); Comparative Government (ENMU = 43.5, National = 44.5, Difference = -1.0); International Relations (ENMU = 36.8, National = 36.5, Difference = +0.3); Political Theory (ENMU = 35.2, National = 32.7, Difference = +3.5); Methodology (ENMU = 47.7, National = 46.6, Difference = +1.1); Total Test Mean Score (ENMU = 147.3, National = 148.0, Difference = -0.7).

Results for 1996 ICAT Critical Thinking Essay Test (with "Performance Level" and "Percent of Students Performing at this Level" given) are: Unacceptable Performance: 15.38; Low Level Performance: 23.07; "Mixed" Level Performance: 30.76; "Commendable" Performance: 23.07; and "Excellence in Thinking" Performance: 7.6.

The ETS results indicate that the ENMU students compare very favorably with the national averages and are competitively trained in the major areas of the discipline, despite Eastern's limited faculty size. The ICAT results were encouraging. Students from Eastern achieved scores comparable to the national mean in three of the five content areas in 1995 and showed improvement in all areas from 1991 to 1995. Students from Eastern achieved scores slightly below the national mean in two of the five content areas in 1995.

Religion

- Three of three graduates indicated they have not been employed in their chosen field or accepted into a graduate program.
- Three students agreed with the statement, "I feel well prepared for my chosen career and/or graduate study."
- Three students agreed with the statement, "I believe that I am as well prepared in the discipline of Religion as students studying at other institutions of comparable size."
- Three students agreed with the statement, "I have the ability to perform acceptable research."
- Three students agreed with the statement, "I have general knowledge of the discipline of Religion."

Spanish Undergraduate

• Of the two graduating seniors who took the comprehensive examination, one achieved a score of 96%, and the other 72%. The returning seniors scored 96% and 78%. Participating juniors scored 96%, 94%, and 80%. No student failed to meet the minimum standards in this exam.

• One graduating senior and one junior submitted a sample of their written work. Both samples were assessed as being "superior."

• In the interview section of the comprehensive exam, one graduating senior demonstrated "superior" abilities and the other "acceptable" abilities. The continuing seniors demonstrated "superior" and "good" abilities; and two of the juniors demonstrated "superior" abilities, and one of them "good." No student failed to meet the minimum "acceptable" levels of oral abilities.

• The only student who identified himself as a future teacher of Spanish scored "superior" in all areas of assessment, and received a 96% score on the comprehensive exam.

Sociology & Criminal Justice

The number of sociology seniors taking the ETS assessment exam in the two semesters this plan has been in effect is so small (3 the first semester and 4 the second) that statistical comparisons are not reliable. It should be noted, however, that the results suggest that the program is adequate since the scores indicate average or above performance. The criminal justice program will be addressed. Overall student scores were in the top 40% for fall 1995 and in the top 32% for spring 1996. The exam gives only one overall score which indicated above average performance.

Communications, Speech Communication Undergraduate Program

The single graduate during this past year was quite able to research and present the persuasive speech. However, the ability to use the APA style in the bibliography was lacking. The student was able to justify and evaluate a persuasive speech. The evaluation was accurate. The student successfully developed a personal code of ethics.

University Studies

• In Fall 1996, 100% of the interviewed graduates reported that their academic program was "sufficiently flexible to meet their needs."

• In Fall 1996, 100% of the interviewed graduates were able to explain how their degree accomplished "the integration of their learning and their personal and professional goals." For some, the B.U.S. was the only way they were able to complete a degree at ENMU, since they were unable to pass a particular required course in their major (two examples in Business). More positively, several students reported detailed strategies where their courses of study directly matched their career objectives in a way that traditional majors and minors offered at ENMU would not have.

• In Fall 1996, 100% of the graduates reported that their post-baccalaureate needs "were met," though some reported they would have preferred being able to complete another, more recognized major.

• In Fall 1996, the cumulative GPA for graduates did compare favorably with other members of their graduating class, with one student graduating Summa Cum Laude and several graduating with GPAs over 3.0.

• In Fall 1996, about one-half of the students responded that they would choose to enroll in "the degree program in University Studies" again, given the choice.

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Academic Assessment Reports

This issue of the DATAWave provides a sampling of the initial assessment results for departments in the College of Education and Technology, the College of Fine Arts, and the College of Business. These are results from the 1995-96 Academic Outcomes Assessment Plans at Eastern.

COLLEGE OF EDUCATION AND TECHNOLOGY

Early Childhood Education

- All students successfully completed two unit plans.
- All students participated in interviews and explained how they exhibited mastery of all competencies.
- All graduates completed all licensing requirements.

Family And Consumer Sciences

- 100% of students completing the Senior Seminar demonstrated an understanding of content areas through portfolios.
- 87% of graduates in 1995 and 1996 are employed in positions related to their discipline.
- 85% of graduates demonstrated an understanding of critical thinking through a professional portfolio.
- The mean score for FCS students completing the Critical Thinking Scale of the Collegiate Assessment of Academic Proficiency was 62.33 while the national mean score was 62.7.
- All graduates completed group work assignments in core courses.
- At least 90% of graduates agreed with the statement, "Group work has helped in understanding and accepting differences in others."

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Physical Education

[not available at this time]

Psychology

[not available at this time]

Technology

- Eight students completed a capstone course and exit examination. Fifty percent scored 80% or higher, twelve percent scored 75-79%, and thirty-eight percent scored 70-74%.
- Greater than ninety percent of students agreed or strongly agreed with the statement, "I am well prepared for my first position using my technology degree."
- Eight students completed the course and the senior project. Seventy-six percent scored 80% or higher, twelve percent scored 75-79%, and twelve percent scored 70-74% on the formal written technical report. (Greater than ninety percent of the presentations were found to be acceptable by ENMU faculty.)

Educational Administration, Graduate Program

- From the fall of 1995 through the summer of 1996, nine graduate students with degree emphases in educational administration successfully completed the comprehensive examinations.
- From the fall of 1995 through the spring of 1996, 14 students completed the two semester internship program. All of these students received an "excellent" evaluation from their supervising district administrator. This exceeded the assessment plan criteria of 80%.
- During the spring of 1996, the graduate office of the School of Education sent out a survey to regional school districts. The results of that survey indicated that 84% of the responding school administrators reported that Eastern's program has prepared beginning administrators effectively. This exceeded the assessment plan criteria by 4%.
- All interns agreed that their program of study has changed their perspective to that of a school administrator. The interns, through their journal entries, also demonstrated a school administrator's perspective of the educational process.

Elementary And Bilingual Education, Undergraduate Program

- The program has exceeded the established criteria for Outcomes/Objectives #1 (that 80% of graduates will demonstrate their ability to communicate orally and in writing at a level commensurate with their preparation).
- The program has exceeded the established criteria for Outcomes/Objectives #2 (that 80% of graduates will demonstrate a repertoire of teaching methods and assess-

ment procedures appropriate to the level and needs of the students, and that 80% of graduates will be observed demonstrating a repertoire of teaching methods and assessment procedures appropriate to the level and needs of the students).

- The program has exceeded the established criteria for Outcomes/Objectives #3 (that 80% of graduates will demonstrate their ability to implement appropriate activities related to multiculturalism and diversity through their teaching, and that 80% of graduates will be observed implementing appropriate activities related to multiculturalism and diversity through their teaching).

Elementary Education, Graduate Program

- The program has met the standard for Outcomes/Objectives #1 (that 80% of graduates will prepare professional portfolios in which systematic thought about their practice is evident and the ability to, and valuing of, learn[ing] from experience is evident; 80% of graduates will demonstrate through their teaching systematic thought about their practice and that they have learned from their experiences; and 80% of graduates will demonstrate through the formal application of research the ability to think systematically and to learn from experience).
- More than 80% of graduates demonstrated research-based practices in the classroom.
- More than 80% of graduates demonstrated the ability to understand and apply educational research.
- Established criteria has been met for this standard (that graduates will demonstrate the ability to create, enrich, maintain, and alter instructional settings to meet the diverse needs of students through practice).
- More than 80% of graduates demonstrated an in-depth understanding of how knowledge in their subject is created, organized, linked to other disciplines, and applied to real world settings.

General Education Emphasis, Graduate Program

100% of students completing the General Education emphasis during the 1995-1996 academic year wrote a comprehensive exam, and all passed.

Reading Education Emphasis, Graduate Program

- 100% of graduates passed the comprehensive exam last year.
- Survey of graduates conducted by graduate office indicated over 80% of graduates "strongly agree" with the statement of being well prepared.
- All graduates were able to write a well developed essay presenting their beliefs about best practices through the Comprehensive Exam and coursework exams.
- Most graduates submitted a journal article to NMJR or similar journal. Some were accepted for publication.

Secondary License Program

During the past year, 65 students completed the SED license program. Of those students, only 19 reported their NTE scores to ENMU. Of this small, non-representative sample, 76% scored within or above the Average Performance Range (a scale reported by the Educational Testing Service) in General Knowledge. This percentage is 4 points below the stated criterion level. On Professional Knowledge, 52% scored within or above the Average Performance Range. This percentage is 28 points below the stated criterion level. With so few students reporting scores, conclusions would be speculative.

Special Education, Undergraduate

Data was collected only on the students who completed the entire special education program at ENMU including student teaching.

- Of the 13 students, 11 (85%) found employment in the public schools; 1 (8%) went to graduate school; 1 (8%) is unknown.
- 100% of graduates developed and wrote an Individual Education Plan for a special education student.
- 100% of graduates employed classroom assessment techniques and developed a plan for systematic teaching of social behavior.
- 100% of graduates developed and implemented a comprehensive assessment and intervention plan for academic growth.
- 100% of graduates presented written and oral descriptions (outlines) of a program for students in special education, following guidelines adopted by department faculty.
- 100% of graduates worked effectively and appropriately with parents, community agency personnel, and team members.
- 100% obtained license.

Special Education, Graduate Program

The results of the school administrator survey indicated that 86% or more of the administrators agreed or strongly agreed that graduates met the outcomes of the special education program. Eighty-six percent agreed that graduates of the Master's program read research critically; used research to become more effective in assessment, instructional strategies, and classroom management; and were aware of and used current teaching methods and materials effectively. Ninety-five percent of the administrators agreed that graduates were aware of and used technologies effectively.

The alumni survey indicated that 86% of the graduates of the Master's program strongly agreed or agreed that they had the ability to read research critically, 75% agreed they had the ability to utilize research to become more effective in instructional strategies, and 86% agreed that graduate studies provided them with the skills to improve instructional strat-

egies. The rate of successful completion of the exit requirement of a project, thesis, or comprehensive exam for graduate students in special education in the 1995-96 school year was 70%.

COLLEGE OF FINE ARTS

Art

Based on DCD [Demonstration of Conceptual Development presentations] evaluation forms/videotapes/final papers/ Lorraine Schula grants/and portfolios - 80% of students graduated during Spring/Summer/Fall 1996 scored average or better in writing skills, presentation skills, self-evaluation skills, and ability to synthesize technical and art concepts into actual work.

Music, Undergraduate Program

- 95% of students attempting to pass the Sophomore Hurdle succeeded (departmental examination of music theory, music history, and aural skills and analysis).
- 95% of graduates have obtained a position in music or have been accepted into a graduate music program.
- All graduates have demonstrated competencies in at least one performance area.
- All performance majors presenting junior/senior recitals in 1995-96 successfully completed this requirement.
- All music education majors student teaching in 1995-96 successfully completed this requirement.

Music, Graduate Program

Due to the number of program graduates, results are not reported here in order to ensure student confidentiality.

Theatre And Dance

- 100% of the 10 students who graduated in Theatre and Dance within the last 18 months successfully demonstrated academic familiarity with basic dramatic concepts at a level competitive for entry-level professional positions or advanced studies, academic familiarity with basic dramatic theories at a level competitive for entry-level professional positions or advanced studies, and academic familiarity with basic dramatic literary and research sources and methodologies at a level competitive for entry-level professional positions or advanced studies.
- 100% of the 10 students who graduated in Theatre and Dance within the last 18 months successfully demonstrated sufficient competencies in practical performance and/or design skills at a level competitive for entry-level professional positions or advanced studies, developed the ability to analyze and interpret dramatic material at a level competitive for entry-level professional positions or advanced studies, and demonstrated the ability to relate theory to theatrical literature and performance at a level competitive for entry-level professional positions or advanced studies.
- 100% of the 10 students who graduated in Theatre and Dance within the last 18 months successfully demonstrated their ability to fairly and openly approach a play, character, design, etc., without preconceived personal notions at a level considered sufficiently mature to be competitive with others completing similar programs at other institutions; developed an understanding of the relationship between theatrical principle, theory, history and psychological elements and the creation of dramatic work at a level considered sufficiently mature to be competitive with others completing similar programs at other institutions; and developed the ability to set clear goals and assess outcomes and a working understanding of theatre and dance as collaborative, evolutionary art forms at a level considered sufficiently mature to be competitive with others completing similar programs at other institutions.

COLLEGE OF BUSINESS

College Of Business—Undergraduate Programs

- The mean score for the College of Business on the MFAT [Major Field Achievement Test] **exceeded** the national average for every semester, including summer, since 1992. In addition to a COB average, students by discipline are expected to meet standards in their area of expertise.
- Exit interviews conducted two to three weeks prior to graduation indicated the following percent of interviewees with a job or job offer: Fall 1995, 54.5%; Spring 1996, 69%; Fall 1996, 52.6%. The IT Department also tracks this informally, and their tracking shows that the job offer rate for IT graduates has **exceeded** 75% since the Spring 1994.
- Exit Survey and Exit Interview by Dean every semester yield the following percentage of students who are extremely satisfied, very satisfied, or satisfied with their career preparation: Fall 1995, 71%; Spring 1996, 87%; Fall 1996, 80%.
- A degree audit is conducted for all students who preregister for COB courses. Prerequisites are checked, and if prerequisites are not met, students receive written notification from the Dean. In Fall 1996, 72 students received letters of prerequisite deficiency, and corrective action was implemented. In Spring 1997, 52 students received letters, and a follow-up registration audit reveals that **all** of these students had either registered for the prerequisite, provided proof of completion, or received a faculty waiver.
- The IDEA evaluation system uses student teaching evaluations of faculty members to establish percentile rankings. The national standard is to accept a perfor-

mance above the 30th percentile. Percentage of students rating COB faculty in the "Overall" acceptable range for semesters Fall 1994 to Spring 1996 was between 62% and 65%.

- Exit Survey and Exit Interview by Dean every semester yield the following percentage of students who are extremely satisfied, very satisfied, or satisfied with the level and manner of instruction: Fall 1995, 87%; Spring 1996, 88%; Fall 1996, 90%.

College Of Business—MBA Program

- Graduate Coordinator reviews all applicants for GMAT scores and undergraduate preparation. In 1995-96, of the 13 people fully accepted into the program, 1 already had completed a Master's degree, and the GMAT score was waived; 1 had an old score (523) and is repeating the test; 1 had a GMAT score of less than 450 and is also repeating the test. The need for leveling courses is determined prior to acceptance into the MBA program. The Graduate coordinator is the academic advisor to each MBA student and verifies completion of required leveling classes.
- 75% (6 of 8 students) passed the MBA Comprehensive Exam the first time.
- Average score on MFAT for group was 172.6; National Average (for seniors) was 155.8. The standard was met.
- 86% of graduates who responded to the survey sent out in 1995-96 reported that academic preparation was good or excellent (80% is Standard). Overall, it appears that the graduate program is meeting its goals in terms of quality of student.
- (1) Percentage of students rating Graduate faculty in the "Overall" acceptable range was 83%, compared to 75% for COB; (2) percentage of students rating Graduate faculty in the acceptable range for "Would Like Instructor Again" was 42%, compared to 62.5% for COB; (3) percentage of students rating Graduate faculty in the acceptable range for "Improved Attitude Toward Field" was 66%, compared to 62.5% for COB.
- Student evaluations of teaching, using the IDEA system, reveal that in Fall 95 through Summer 96: (1) 83% of the "Overall" category, compared to 70% for the national norm; (2) only 42% of the graduate faculty received satisfactory notes compared to the national norm of 70% for "Would Like Instructor Again"; (3) and 66% in the "Improved Attitude Toward Field" compared to the national norm of 70%.

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Student Satisfaction Inventory Results

In the fall of 1994, the Student Concerns Committee of the Student Senate discussed surveying the campus on student satisfaction. The Assessment Resource Office provided to the Student Concerns Committee examples of several commercially available instruments and also made available to them the option of a locally developed survey. Upon review of the College Student Survey, College Student Experience Questionnaire, and the Student Satisfaction Inventory, the Student Concerns Committee chose the latter.

Working with the Assessment Resource Office, the survey was administered through classes in February of 1995. Those results were used to improve programs and services in a number of areas. It was decided that the SSI should be readministered two years later to better define areas of concern and to measure improvements. The results of the 1995 SSI have been reported in past issues of the DATAWave.

As in the past, the Student Satisfaction Inventory was administered to courses. Care was taken to administer the SSI to the same courses as the first administration. Where those courses were not available, or the instructor not willing to participate, similar courses were chosen.

Demographics

In 1995, 1095 students took the SSI compared to 861 students in 1997. The cohort in 1995 was 60% women, whereas it was 57% in 1997. The ethnic minority proportion of students in both cases was similar (28% in 1995 compared to 29% in 1997). In both cases, the proportion of students who were traditional aged (18-24) was 70%, and the majority of students in both cases (95%) were day time students. In 1995, 95% of the students identified themselves as full time students as compared to 1997 when 92% identified themselves as full time students.

The proportion of students by student level was:

	1995	1997
Freshmen	18%	20%
Sophomores	20%	22%
Juniors	21%	22%
Seniors	37%	30%
Graduates	4%	4%

The SSI is composed of 116 questions yielding 11 scale scores. It takes approximately 30 minutes to administer, and students are asked to report the importance and satisfaction on a number of items on a 7 point Likert type scale. In addition to mean scores for importance and satisfaction, the SSI yields a performance gap score — the measure of importance less the level of satisfaction. The scale definitions have been published in the past (DATAWave Vol. 1, No. 14) and are available at http://www.enmu.edu/~testaa/dw1.14/dw-14s94.htm or from the Assessment Resource Office. They are not included here because of space contraints.

The results of each of the scales are represented in the following series of twelve bar graphs. The results are available from the Assessment Resource Office.

Summary

In all cases, measures of student satisfaction increased. For each of the scales, the performance gap improved; that is, the overall measure of student satisfaction was closer to the students' overall measure of importance. For all measures of satisfaction, the ENMU results are statistically significantly above the national mean. In all instances for all scales, the performance gaps for ENMU are smaller than the national average.

Observation

These results might be due in part to improved student services in the office of Financial Aid, as well as improved services in registration. These and other improvements to the campus have perhaps led to a synergistic effect — an overall decline in student negativity.

The fact that Eastern New Mexico University is a small, friendly campus contributes to the overall results, and this may be

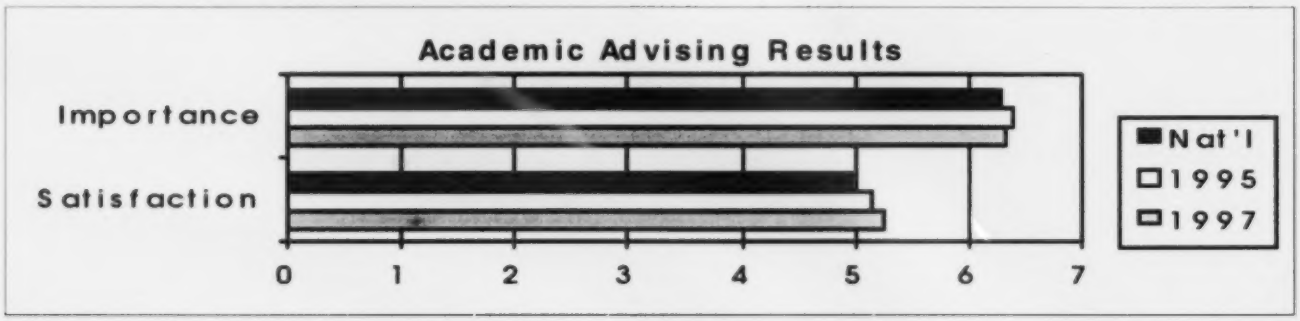
what the SSI best measures about Eastern. Also, the original SSI administration in 1995 raised campus attention to overall student satisfaction.

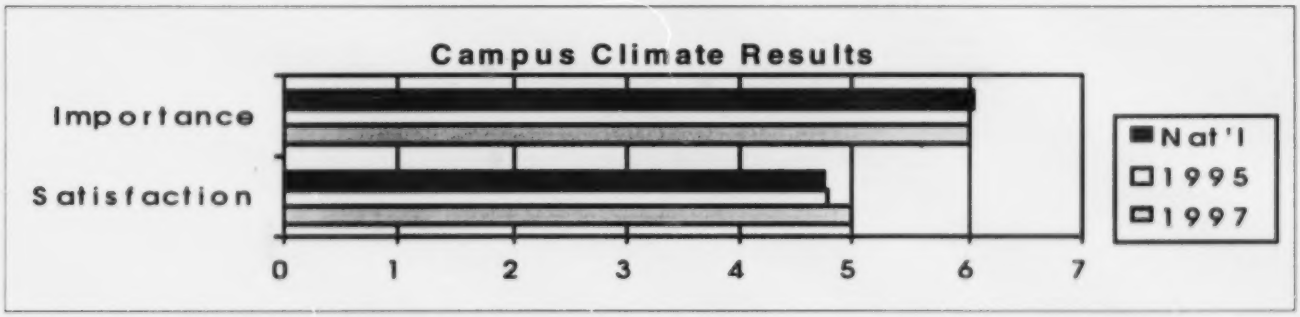
Recommendation

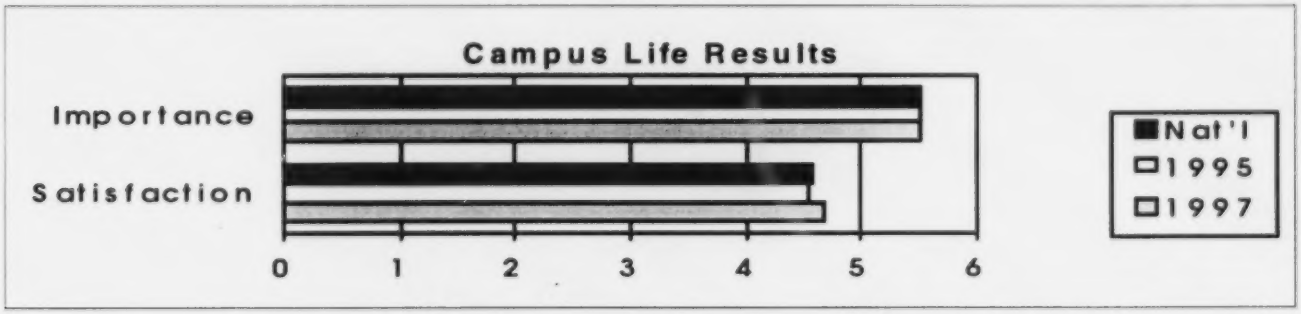
Advising scores increased less than other areas, and this suggests that there is an opportunity for proactive improvement. Also, it is recommended that members of the Eastern community continue to ensure that student satisfaction remain a priority, and that the results from the SSI should be folded in strategic planning efforts.

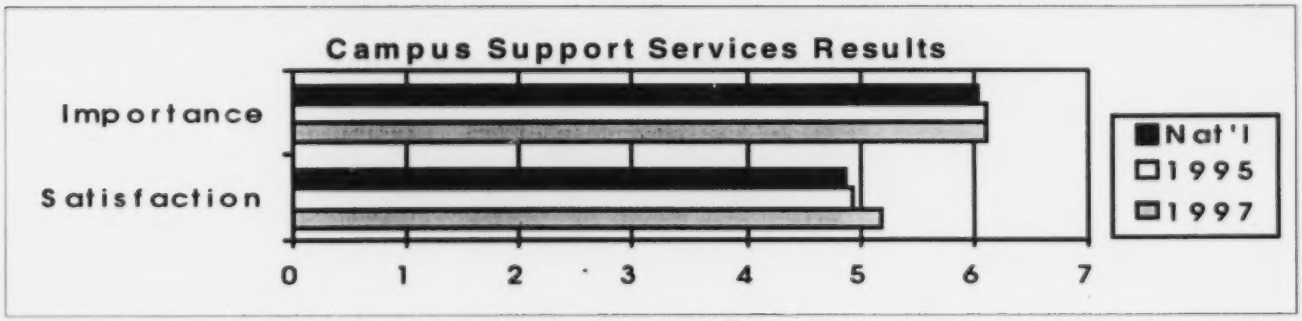
Conclusion

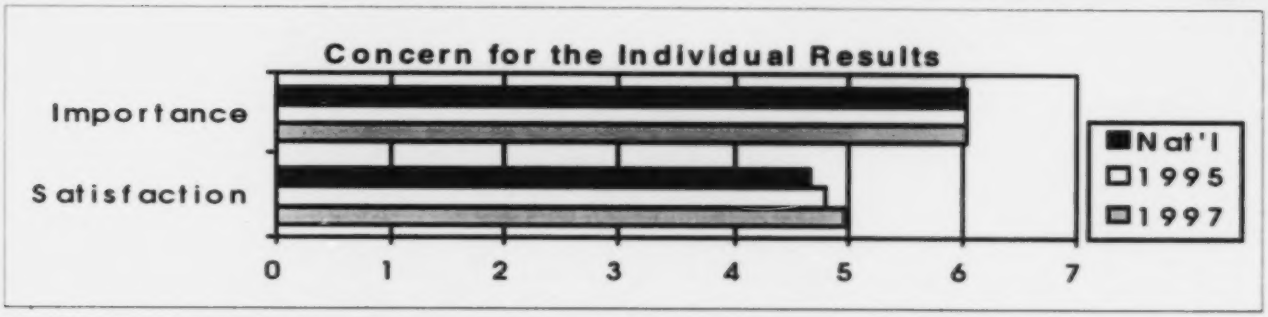
The results from the 1997 administration of the Student Satisfaction Inventory is good news and speaks well of the strengths of the University. Overall, students at Eastern New Mexico University are much more satisfied than the national averages; however, we should be cautioned that simply exceeding the national averages is not enough, rather we should move toward specific targets in a strategic planning process.







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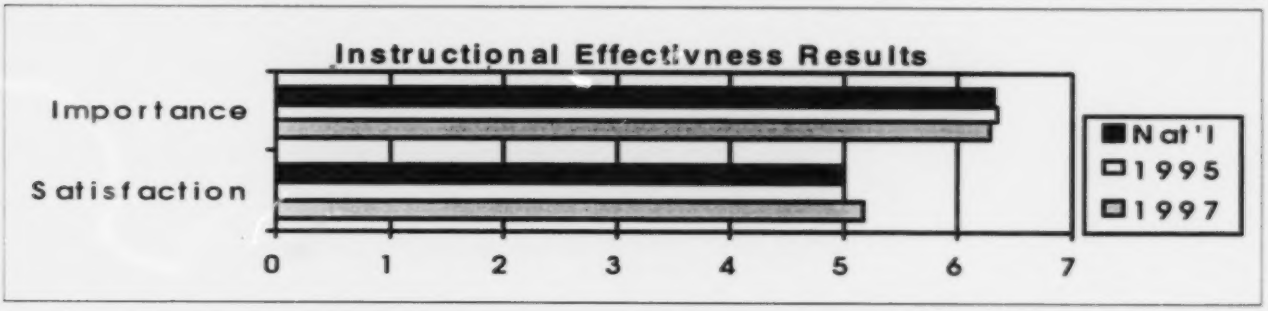
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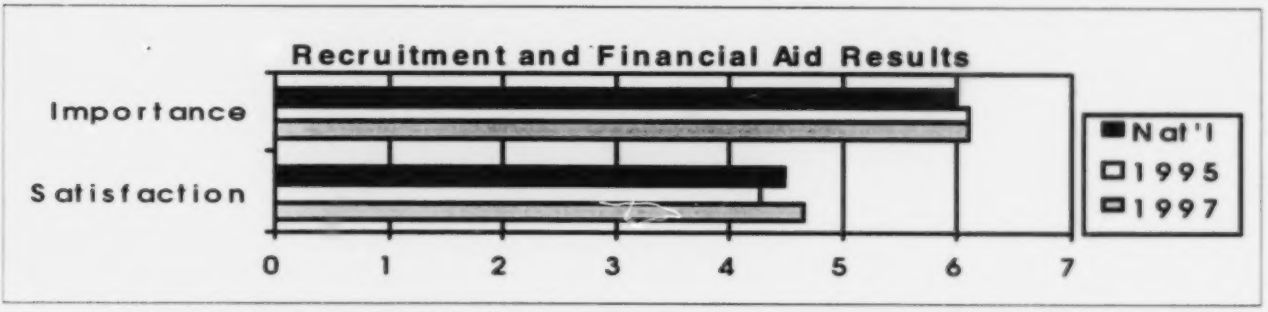
Recruitment and Financial Aid Results
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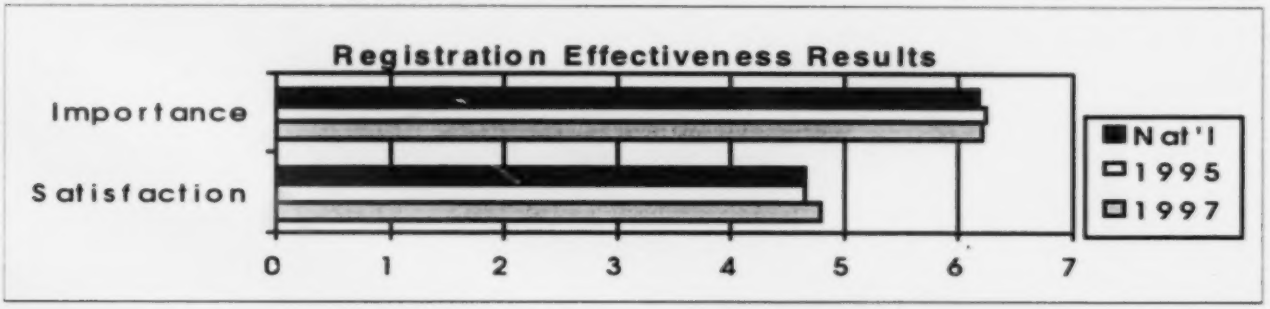
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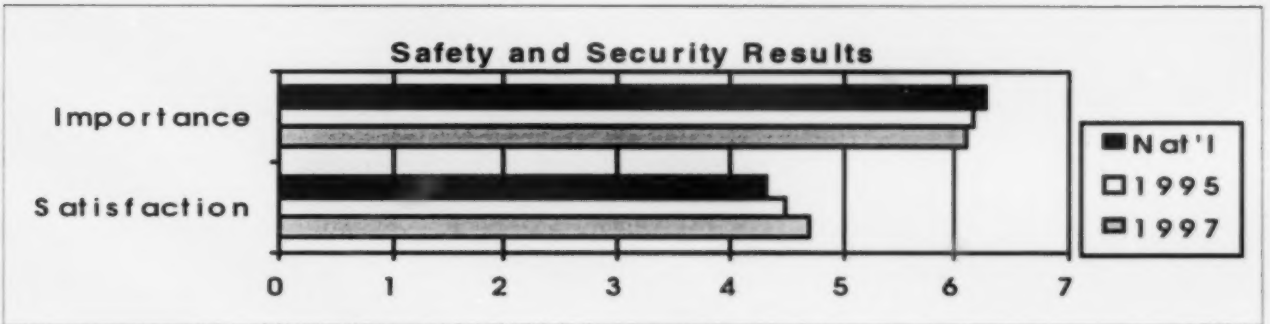
Safety and Security Results
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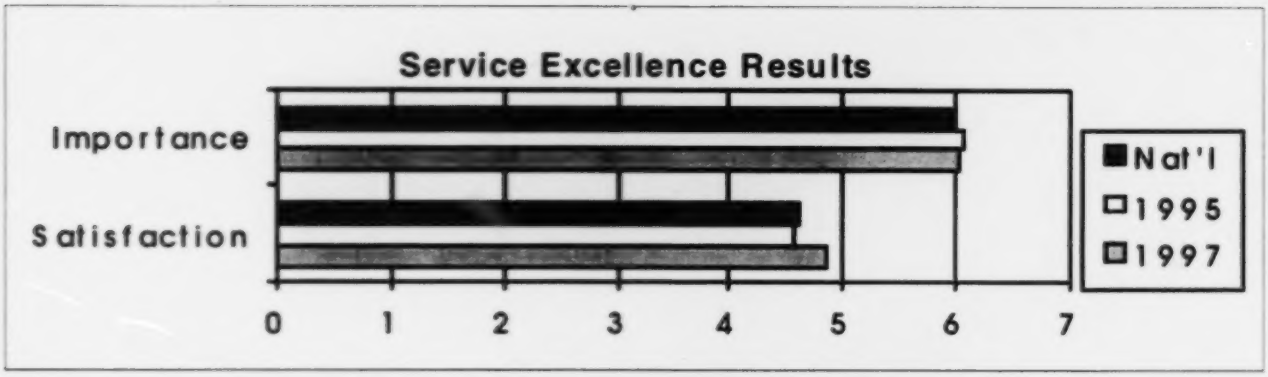

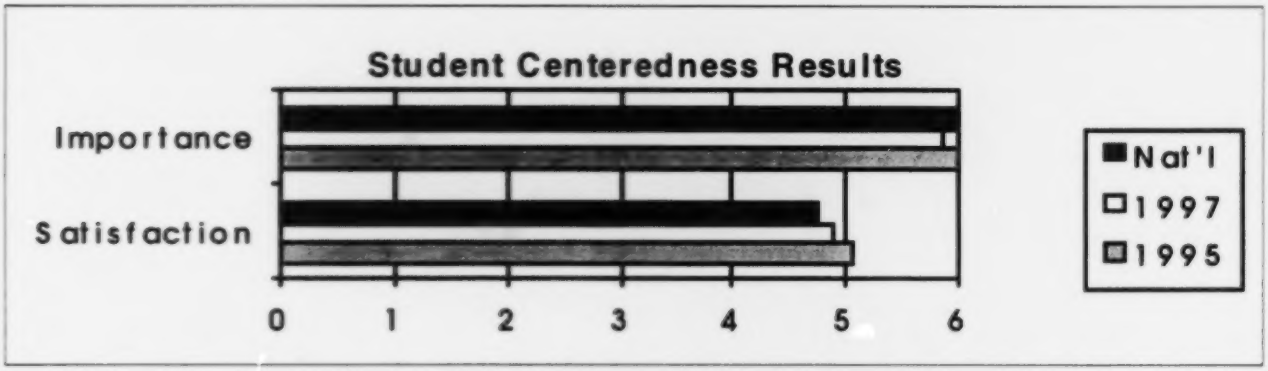

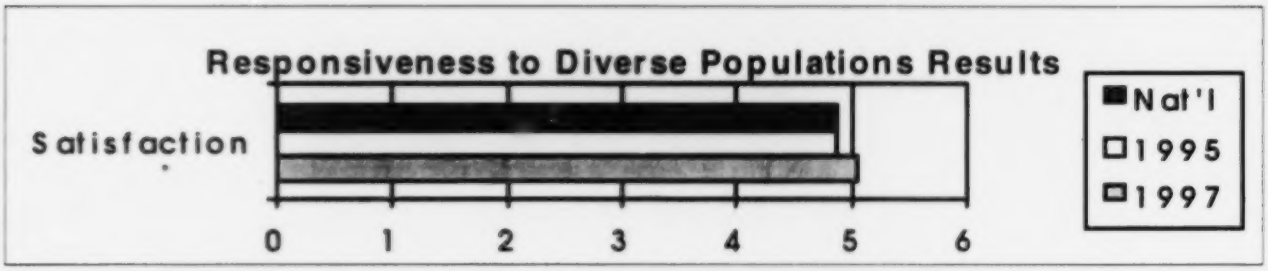

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